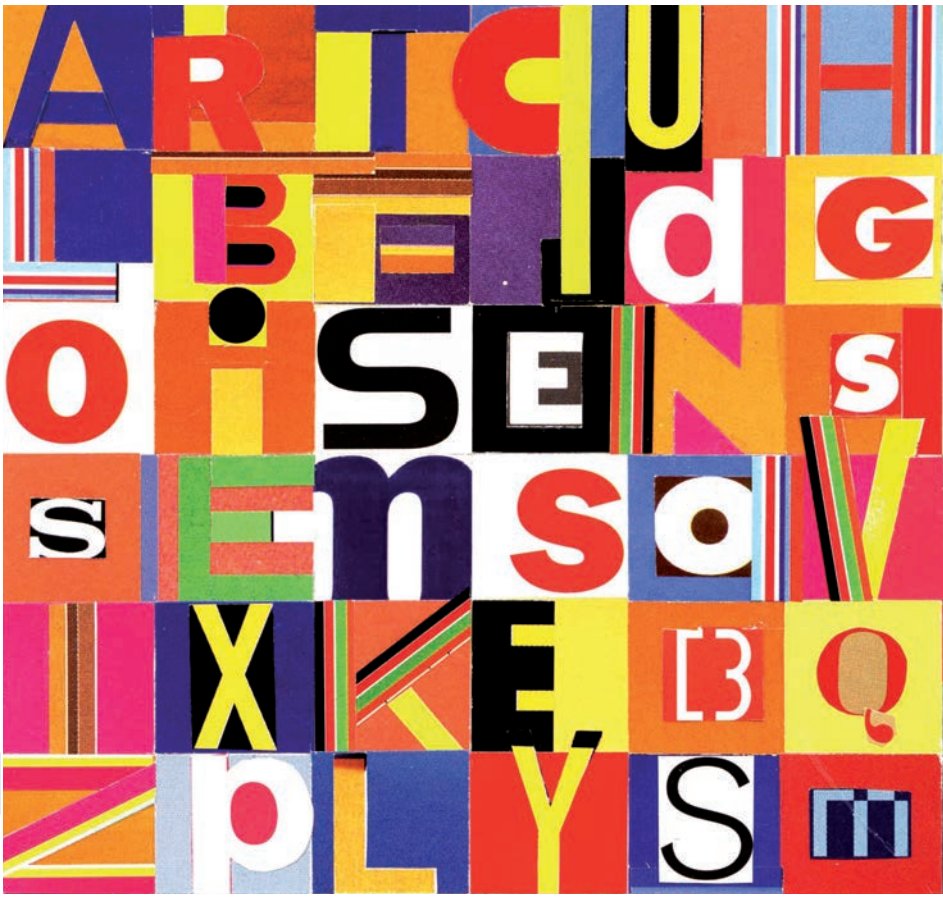
Sous la direction de
Laurence Masse • Wendy Pullin
Edward Hughes • Rebecca Shankland

Anglais pour psychologues



DVD inclus

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PRÉFACE

Ce manuel est destiné **aux étudiants de psychologie et à leurs enseignants d'anglais**, ainsi qu'**aux professionnels de la psychologie**, chercheurs et praticiens qui souhaitent apprendre et se perfectionner en **anglais pour psychologues**.

De plus en plus, l'exercice actuel du « métier » d'étudiant et par la suite, de celui de psychologue, nécessite fréquemment la lecture d'ouvrages et d'articles en anglais. Or ces écrits sont rarement traduits dans notre langue. De plus, les communications des chercheurs lors de colloques internationaux se font très souvent en anglais, nécessitant une bonne maîtrise de cette langue.

Par ailleurs, l'ouverture des frontières européennes et les nombreux accords passés entre nos universités françaises et des universités anglophones rendent possible la préparation de diplômes à l'étranger. Pour ce faire, il est parfois demandé aux étudiants français de justifier de leur niveau de langue par des tests comme le TOEIC, le TOEFL, le IELTS, le FCE, pour citer les plus connus. La maîtrise de l'anglais s'avère donc un atout incontestable tant au niveau des études qu'au niveau professionnel.

L'objectif de cet ouvrage est de vous fournir un outil de travail à la fois écrit et oral vous permettant d'aborder les théories et concepts en anglais présents dans les différents champs de la psychologie.

Pour ce faire, cet ouvrage est composé d'un **recueil de textes** accompagné d'un **DVD**. Ce dernier comprend :

- **des vidéos de cours filmés et des expériences de psychologie à voir et à reproduire chez soi ; elles sont indiquées par le sigle ;**
- **les versions audio de certains textes du livre, indiquées par le sigle ;**
- **des textes électroniques indiqués par le sigle et leur version audio.**

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PRÉSENTATION DES TEXTES ÉCRITS ET DES TEXTES AUDIO

Les auteur(e)s des textes

Nous avons sollicité un ensemble de spécialistes des différents champs de la psychologie appartenant à de nombreuses universités françaises ou étrangères. Ils se sont exprimés dans de courts textes de 3 à 4 pages sur leurs thèmes de prédilection, qu'ils soient classiques ou contemporains. Les textes que vous lirez sont écrits, tantôt en anglais britannique, tantôt en anglais américain, reflétant ainsi la diversité des appartenances géographiques des auteurs.

Les textes et leur version audio

Vous disposerez des textes du livre et des textes électroniques du DVD pour pouvoir suivre les **textes audio**.

Avertissement au lecteur : afin de faciliter la lecture des textes présents sur le DVD, nous les avons parfois légèrement remaniés. La version « audio » de ces textes peut donc s'écarter parfois sensiblement de la version écrite présente dans le livre ou sur le DVD.

Les textes sont accompagnés d'exercices de compréhension

Les réponses aux exercices sont données dans la partie « Réponses » (« Answers ») en fin d'ouvrage.

Les textes sont accompagnés d'un lexique de vocabulaire

Les **termes de spécialité** seront traduits **de l'anglais vers le français et du français vers l'anglais** dans la partie lexique (« Lexicon ») en fin d'ouvrage. Vous trouverez également des **définitions** relatives à certaines théories ou concepts.

PRÉSENTATION DES FILMS

Des cours et des expériences de psychologie

Certains textes ont donné lieu à des cours ou à des expériences de psychologie filmés. Pour la plupart, ces cours ou expériences sont illustrés par des

« diaporamas » projetés pendant le film, vous permettant de suivre l'exposé oral du professeur. De plus, certains de ces films vous permettront de réaliser ces expériences chez vous.

Ces films seront indiqués par le sigle

La réalisation et les intervenants des films

Les expériences sont animées par **Wendy Pullin**, Professeure de Psychologie à l'université Concordia Collège d'Alberta au Canada et par deux chargés de cours d'anglais pour psychologues à l'Université Paris 8 : **Christina Cosmos et Edward Hughes**.

Les cours sont donnés par Wendy Pullin.

Réalisation des films : Laurence Masse.

Montage : Stéphane Ténier.

Prise de vues : Jean-Louis Ténier.

Les films sont classés par niveaux de difficulté

Niveau 1 : « débutant » indiqué par le sigle *

Niveau 2 : « intermédiaire » indiqué par le sigle **

Niveau 3 : « confirmé » indiqué par le sigle ***

Logiciel de lecture de fichiers multimédias

Pour être en mesure de lire les fichiers audio et vidéo contenus sur le DVD-Rom, vous pouvez télécharger le logiciel VLC Media Player.

Ce logiciel gratuit et libre est disponible à l'adresse suivante :

www.videolan.org

Vous pouvez également lire ces fichiers multimédias sur une platine DVD de salon acceptant les fichiers aux formats MP3 pour les fichiers audio et MPEG4 (H.264) pour les fichiers vidéo.

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REMERCIEMENTS

Je remercie Stéphane Ténier pour son professionalisme : sans son travail acharné, sa grande disponibilité et sa patience, rien du contenu de ce DVD n'aurait pu voir le jour.

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En résumé :

Table des matières n° 1 : textes et exercices classés par domaine de recherche.

Table des matières n° 2 : films, textes électroniques et versions audio du DVD classés par domaine de recherche.

: voir le film sur le DVD

Pour les films :

* Niveau 1 : « Débutant »

** Niveau 2 : « Intermédiaire »

*** Niveau 3 : « Confirmé »

: voir le texte électronique sur le DVD

: écouter la version audio sur le DVD

Mots ou expressions de spécialité : reportez-vous aux deux LEXIQUES de vocabulaire anglais/français et français/anglais en fin d'ouvrage.

Solutions aux exercices de compréhension : reportez-vous à la partie « Réponses » en fin d'ouvrage.

We hope that you enjoy reading this book and find it useful for your acquisition of psychological concepts and English terminology.

Laurence Masse

Chapitre 1

PSYCHOLOGIE SOCIALE/ SOCIAL PSYCHOLOGY

Social psychologists cover a wide range of topics in their research. The topics are all connected by the desire of researchers to understand and explain how individuals are influenced by the actual, imagined, or implied presence of other individuals or groups. In other words, social psychologists are interested in the impact that both the social environment, and social interaction with other people, have on someone's attitudes and behaviours. In the wide field covered by social psychologists, some of the major topics include : social cognition, attitudes and how they change, aggression/violence and its counterpart-prosocial behaviour, prejudice and discrimination, social identity, group behaviour, persuasion techniques, and social influence. Research based on both traditional and more recent topics will be covered in this section.

1 THE REASONS FOR LOVE AND FRIENDSHIP : CONSCIOUS OR UNCONSCIOUS ? ♫ (AUDIO 1)

Love, friendship, and interpersonal attraction have been the focus of social psychology research for over 50 years. They offer a sharp contrast between scientists', experts' explanations and taxonomies, "and" spontaneous, often implicit theories or relational schemas related to feelings of attraction.

Theories of love and friendship

Love entails a variety of concepts (Lamy, 2007), sometimes very broad and unspecified (*e.g.*, "It is an emotion"), sometimes more specific and possibly contradictory. Love is supposed to bring intense joy, but also suffering.

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It unites and destroys. It can be viewed as intrusive and obsessive thinking about the beloved one, or intense longing for his/her presence. Conversely, in later stages of the relationship or in other persons, it is conceptualized as a kind of serene friendship or secure attachment. Love can be selfish or altruistic. Lovers tend to idealize their partner – wear *"rose-colored glasses"* – but they also develop greater empathy towards them than towards strangers.

The representation of friendship includes three components (Maisonneuve, 2004) : friends are those with whom we can truly communicate, and who understand us ; they are faithful ; they help each other – *"true friends are those who remain when things go wrong"*.

Differences are visible, similarities go unnoticed

Most people believe both that "birds of a feather flock together", and that "opposites attract". Previous research, however, has shown that only the first adage is true. Friends or lovers are more alike than random strangers measured demographically on age, sex (for friendship), education, religion, social status. They share similar values and attitudes. They tend to resemble each other in personality, and in their cognitive and emotional style. Moreover, people tend to believe that similar others will like them and that dissimilar others will dislike them, which, in turn, leads to an overestimation of similarity among close partners.

Similarity can be interpreted as a reward or belief validation : the agreement between the partners appears to testify for both of them that they are right to think or behave the way they do. But similarity is also an underlying factor, because we are constantly surrounded by people who resemble us : same residential location, same job, same educational level, same age, same leisure activities, etc. Therefore, the field of eligible individuals from which we choose our mate or friends is mainly composed of similar others. However, it remains unnoticed that, even if we have the right to love or like any human being, we don't have the opportunity to meet any (or every) human being. Moreover, these choices among physically close or similar others appear to be "natural" because we tend to feel more attracted to familiar – as opposed to unfamiliar – others (*mere exposure effect*).

Physical attractiveness is more visible than the reasons why we long for it

Male and female attractive targets are presumed to have more desirable traits than physically unattractive targets, to be more socially skilled, to represent exciting dates, to be involved in happier marriages. Despite the fact that ratings of attractiveness are often considered personal and largely non-consensual among adults, people tend mostly to agree about who is attractive and who is not. However, they are unaware that criteria of physical beauty fit the main

assumptions of evolutionary psychology (Buss, 1999). Men prefer women with a WHR (waist-to-hip ratio) of 0.7, and women whose WHR nears 0.7 are those who get pregnant more easily and have the highest likelihood of being in good health. Further, men and women are attracted to people whose faces and bodies are most symmetrical, which signals good genes and good health. Women prefer men who display cues of high status, good earning, and high commitment to the relationship, because it ensures that their offspring will be protected and will survive.

Friends and lovers are matched with individuals of similar levels of physical attractiveness, but – with the exception of men recording interest in female partners – persuade themselves that their choices are only based on the inner qualities and skills of those they like or love.

Relationship experts *versus* withdrawers

Regarding love and friendship, women have been described as being more aware of relationships compared to men. They display more emotion and value closeness and intimacy. They have an interdependent self-construal, *i.e.*, relationships are part of their identity. In contrast, men have an independent self-construal, *i.e.*, their self-definition is based on their own unique attributes and on a sense of autonomy from others (Markus & Kittayama, 1994). Men have more difficulty explaining personal relationships. Married men tend to talk about their relationships in order to fix a conflict, whereas wives consider relationship talk as an end in itself. Women also spend more time thinking about relationships and describe them in a more sophisticated fashion. They have a better memory for relationship events, *e.g.*, a first date. Women are more pragmatic and more cautious during relationship initiation, while men endorse romantic beliefs more frequently, such as *"love at first sight"* or *"predestination of soul-mates"*. Thus it can be asserted that women have a better consciousness of the reasons why people get involved in – or put an end to – personal relationships.

When empathic accuracy comes to be an enemy

Both men and women may exhibit reduced empathic accuracy when it allows them to maintain positive – though unrealistic – beliefs about their partners or about their current relationships. Realistic views may have a destructive impact on intimate relationships, thus inducing partners to prefer inaccurate mind-reading. For example, dating partners tend to avoid awareness of their mate's possible interest in an attractive alternative partner. Men and women also tend to overestimate how similar their partner's opinions, feelings, and personality traits are to their own. When attracted to someone, they try to guess the probability of being liked or loved in return, but the probability of a realistic evaluation decreases when the need for love increases.

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Idealization in couples is connected to satisfaction regarding the relationship : those who perceive their partners more positively than the partners view themselves receive more emotional benefit from their relationships. Therefore, such *positive illusions* (Murray, Holmes, & Griffin, 1999) are a means by which people can maintain long-term relationships.

Causes of attraction may be worth thinking about, consequences go unnoticed

Previous research, just as natural thinking, has focused almost exclusively on the antecedents of attraction : why do we like or love ? Which people are likely to be attracted to each other ? However, an epistemological shift is needed, in order to clarify the possible consequences of love and friendship. Now, it is well-documented that social ties may be linked to mental and physical health (mortality and morbidity). However, such epidemiological studies are based on marital status or social networks, and thus loosely connected to the cognition of love. Consequences of feelings on memory or judgment are well documented too, but research is mostly restricted to positive versus negative moods, and to other feelings than love (*e.g.*, fear, disgust, or anger).

Recent research (*e.g.*, Lamy, Fischer-Lokou, & Guéguen, 2008) has found that the mere suggestion of the idea of love may trigger increased helpfulness. Therefore, further research will need to test for cognitive, emotional, and behavioral effects that may occur when the idea of love is made salient.

Selective references for further reading

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Exercise 1

Fill in the blanks in the sentences below with the most appropriate term from the following list.

List of terms

(a) positive illusions ; (b) "rose-coloured glasses" ; (c) "true friends are those who remain when things go wrong" ; (d) "birds of a feather flock together", (e) "opposites attract" ; (f) mere exposure effect ; (g) intrusive and obsessive thoughts.

Sentences with blanks

In terms of the two familiar myths, research demonstrates that (1) _____ but not that (2) _____. When people idealize their lovers, we say they are wearing (3) _____ _____. When people fall in love they often experience (4) _____ _____ about the person they love. One of the most important findings about friendship is that (5) _____ _____. We tend to feel more attracted to familiar – as opposed to unfamiliar – others. This could be a (6) _____. (7) _____ consist of viewing our partners more positively than they view themselves.

2 PROSOCIAL BEHAVIOR

The starting point of modern research on prosocial behavior is known as the *"Kitty Genovese incident"*. On March 13, 1964, when returning to her home in Queens (New York), a 29-year old woman was attacked and stabbed over a 45-minute period while witnesses were listening or watching from their apartments without intervening. Diffusion of responsibility is one of the key concepts that were proposed in order to explain this *"bystander apathy"*: people feel less personally accountable for helping when they believe other persons are present and might intervene.

Helping and altruism

Prosocial behavior refers to helping and altruism. Helping is an action that provides a benefit or improves the well-being of another person (Dovidio *et al.*, 2006). Casual, substantial, emotional, or emergency helping can occur. It can be planned or spontaneous. Altruism is a motivational state (Batson,

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1991) ; its goal is to increase another's welfare, with no (apparent) benefit to oneself. Altruism is triggered particularly when one feels empathy or sympathy for the person in need of help. When one has a sense of "oneness" with the person in need, *i.e.*, experiences with shared or interconnected identities, being altruistic toward the other is being altruistic towards oneself.

Evidence supports the view that true altruism exists, as well as self-benefiting helping behavior which is, for example, motivated by concerns to stop witnessing someone suffering, to improve one's own mood, to promote self-esteem by being helpful, and to expect social benefits such as fame or gratitude. It must also be emphasized that there are costs for not helping as well as for helping. When choosing not to help, one can feel guilty, selfish, or having contravened a social norm (*e.g.*, a man is expected to help a woman in distress in a public setting).

Men as helpers, women as deserving help ?

Despite contradictory findings, research on sex differences and helping behavior has reached the conclusion (Eagly & Crowley, 1986) that men are more helpful than women, and that women receive more help than men. Also, men help women more than men and women seek help more than men do.

These differences have been interpreted in light of the social role theory of helping that states men and women behave according to their gender roles. The masculine gender role promotes helping that is heroic and chivalrous, whereas the feminine gender role promotes helping that is nurturant and caring. In line with these expectancies it has been found, for example, that men were more helpful than women to a man who fell in the subway, or to a person whose car had broken down. Women were more helpful than men if they were asked to help a friend or lover, or a person confronted with personal or emotional problems.

The salience of a helping norm also contributes to greater helping. According to the fact that most studies of helping behavior have been conducted in public, as compared to private settings, gender differences in helping behavior may be accounted for by social pressure that reminds potential helpers of the way they should behave. For example, in a city street, men should be brave and protect helpless persons. Men should be strong and independent, and therefore, avoid asking for help. Women should be cautious in public settings, and emotionally expressive in private, personal settings.

Chivalrous, or paternalistic helping ?

Chivalrous helping has been defined as the protection granted to individuals who are *less able and powerful*. It can be considered a survival of medieval knights' code of honor, which was prescribed to protect "the widow and

PSYCHO SUP

PSYCHOLOGIE COGNITIVE
PSYCHOLOGIE SOCIALE
PSYCHOLOGIE CLINIQUE

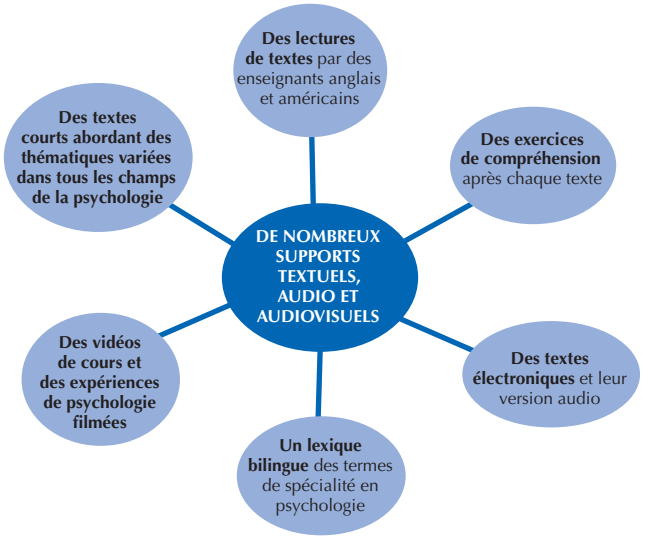
Sous la direction de
Laurence Masse • Wendy Pullin
Edward Hughes • Rebecca Shankland

ANGLAIS POUR PSYCHOLOGUES

Conçu pour l'apprentissage et le perfectionnement de l'anglais en psychologie, écrit par des spécialistes appartenant à de nombreuses universités françaises ou étrangères, cet ouvrage aborde les thématiques classiques et contemporaines des différents champs de la psychologie (sociale, cognitive, clinique, santé, organisations, ergonomie, neuropsychologie).

Il comprend de très nombreux documents pédagogiques : textes, lexiques, documents audio et audiovisuels, qui vont d'un niveau débutant à un niveau avancé en anglais.

Destiné aux étudiants de psychologie et à leurs enseignants d'anglais, il intéressera aussi les professionnels de la psychologie, chercheurs et praticiens.



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